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POLICY
Questioning the wisdom of using graduation requirements alone to spur student achievement, a task force of the state board of education in Illinois has outlined in detail what students ought to know as a consequence of their schooling.

See Page 6.

OPINIONS
A new survey of student attitudes on dozens of subjects—ranging from school life to national politics—indicates that students are more serious about both their education and their career choices than their predecessors of a decade ago.

See Page 8.

REGULATIONS
Angry that the Education Department has not taken a strong stand on the right to privacy of parents and students, a group of parents has urged adoption of a regulation that would strengthen those rights under an existing law.

See Page 11.

EDUCATION WEEK

American Education's Newspaper of Record Volume III, Number 28 · April 4, 1984

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Proposed Voucher Plan Divides Colorado Politicians, Educators

By Cindy Currence

Political and educational factions in Colorado are gearing up to wage a major battle for public support in their contest over a proposed referendum that would mandate a statewide voucher system—along with a core curriculum for high-school students and merit pay for teachers—if approved by voters next November.

If supporters of the referendum are able to obtain the 46,737 signatures required to place the initiative on the ballot this fall, it will mark the first voter test of the voucher concept, said William D. Coats, executive director of the Education Voucher Institute, an independent research organization in Ann Arbor, Mich.

Both the proponents and the opponents of vouchers have been meeting to discuss plans of action, and both sides indicate they expect to spend money in their attempt to influence voter opinion.

The voucher section of the three-part proposal would require the state legislature to provide vouchers to all parents, allowing them to "buy" the educational services of any accredited school in the state that is not "pervasively sectarian," according to the proposal.

Prominent Activists

In the last legal hurdle to be cleared before proponents of the initiative can begin soliciting signatures, Hugh Fowler, a member of the University of Colorado Board of Regents and a former state senator, last week registered a final draft of the proposal with state officials.

The measure has also had the active support of Thomas G. Tancredo, the head of the U. S. Education Department's regional office in Denver, and opponents of the referendum say they believe that the industrialist Joseph Coors is a backer of the proposal.

But at the same time, leaders of the state Congress of Parents and Teachers, the Colorado Education Association (an affiliate of the National Education Association), the Colorado Association of State School Boards, the Colorado Association of School Executives, and the state commissioner of education have been meeting informally

Continued on Page 15

Hugh Fowler

New York Board To Bring Charges Against Alvarado

Chancellor Is Suspended, But Defends His Record

By Thomas Toch

The head of the nation's largest public-school system was suspended last week after only 11 months in his $95,000-a-year position.

The New York City Board of Education last week suspended Schools Chancellor Anthony J. Alvarado after holding closed-door sessions over several days in the wake of reports that the school official may have been involved in unethical financial dealings with his subordinates.

The board also indicated it would bring a series of charges against Mr. Alvarado this week and it named Richard C. Failla, New York City's chief administrative law judge, as a hearing officer to review the charges and recommend to the board what further actions, including dismissal, might be taken against Mr. Alvarado.

Continued on Page 15

More States, Colleges Adopting Merit Aid To Attract Students

By Sheppard Ranbom

Last month, the Virginia legislature agreed to fund a program that will provide $3,000 merit scholarships to 50 students planning to attend a public or private four-year college in the state.

At least 45 of the awards, to be given for the first time this fall, will be granted to students nominated by their high-school principals on the basis of class rank or to students who are finalists or semi-finalists in the National Merit Scholarship Program or the National Achievement Scholarship Program for Outstanding Negro Students.

The other five merit-scholarship recipients will be awarded to outstanding students transferring from one of the state's two-year institutions to a four-year school.

Such awards, being established by a growing number of states as well as by individual colleges and universities as part of the renewed national focus on "excellence," are seen by many as significant devices for encouraging and rewarding the achievement of high-school students.

But some education leaders worry that the new focus on merit scholarships will simply abet a "bidding war" between colleges facing a declining pool of 18-year-olds and possibly undermine the longstanding national commitment to target scholarship aid on those students who have the greatest financial need.

Continued on Page 17

Move To Tie Extracurriculars to Academics Gains Momentum

By Anne Bridgman

Following the lead of the the West Virginia Board of Education, which, effective Jan. 1, 1984, became the first state board in the country to require students to have a C average to participate in extracurricular activities, officials from 15 state boards of education report they have already moved to link academic or attendance requirements with participation in outside activities, or are considering proposals to do so.

Moreover, the board officials in those states and a number of others in which no state-level action to date was reported said in an informal *Education Week* survey that a growing number of local districts have moved to set their own requirements.

Many officials attributed the new policies to the influence of the report of the National Commission on Excellence in Education, which called for a more intensive focus on academic "basics" and a longer school day and year. *(See Education Week, Nov. 23, 1983.)*

"I clearly see a renewed view of academic time and a renewed seriousness about in-

Continued on Page 14

DISAGREEMENT: Some officials argue that extracurricular activities are as important as classroom instruction in motivating students to learn, and that limiting participation will be more harmful than beneficial.

IN SUMMARY

Tougher Graduation Requirements
New York's Board of Regents has approved rigorous new high-school graduation requirements. **Story on Page 6.**

Legislative Actions
Lawmakers in Louisiana, South Dakota, and Virginia enacted education bills during their recent sessions. **Story on Page 7.**

Child Abuse in California
Officials are investigating a bizarre child-abuse case at a private preschool in Manhattan Beach. **Story on Page 9.**

Public Perceptions
A new poll finds residents in Massachusetts, home of Proposition 2½, willing to pay higher taxes for better schools. **Story on Page 9.**

A Dialogue on Equity Issues
Two authorities on sex-equity issues in education discuss bias in the classroom and the recent *Grove City* decision. **Story on Page 10.**

Federal Funding
A House panel has approved a budget plan that could provide education with up to $17 billion in fiscal 1985. **Story on Page 11.**

Who Can Use the School?
Congress is debating a bill that would give student religious groups the right to hold meetings on school grounds. **Story on Page 12.**

Searching Questions
The U.S. Supreme Court has heard arguments on whether school officials may legally search students. **Story on Page 12.**

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THE WEEK

FEDERAL

O.M.B. Denies Appeal To Continue Data Collection

David A. Stockman, director of the Office of Management and Budget, has turned down an appeal by the U. S.Education Department that would have allowed officials to continue a program that collects statistics on local vocational-education programs and enrollments. The collection of the statistics is required by federal law.

Last year, O.M.B. officials, citing the Paperwork Reduction Act of 1980, denied the department's request to collect statistics through the Vocational Education Data System (VEDS) for the 1983-84 and 1984-85 school years.

That decision was appealed by Secretary of Education Terrel H. Bell because the department is required by the 1976 Amendments to the Vocational Education Act to collect such data.

In a letter sent last month, Mr. Stockman rejected Secretary Bell's appeal and criticized the quality and reliability of the data collected. "We will approve those parts of a VEDS collection which do not have problems of data quality," Mr. Stockman wrote. "However, the department has not distinguished between those areas where the data are good and those where there are problems," he explained in the letter.

Since the start of the data-collection system, the Education Department and state and local governments have spent about $200 million to report information on yearly student enrollments in federally funded vocational programs by race, sex, handicapping conditions, and economic status. The Reagan Administration, however, has been critical of the system because of its cost.

Women's Coalition Criticizes Budget Proposed for 1985

A coalition of 78 education, civil-rights, labor, religious, and women's groups, in its third annual analysis of the impact on women of the Reagan Administration's budget proposals, has determined that programmatic cuts the new budget contains are "devastating."

In its analysis, "Inequality of Sacrifice: The Impact of the Reagan Budget on Women," the Coalition on Women and the Budget points to what it views as a recurring pattern of women bearing a disproportionate share of the cuts in the federal budget.

At a press conference in Washington last week, Eleanor Holmes Norton, former chairman of the Equal Employment Opportunity Commission, said the budget "is unfair to women at all stages of their lives. If enacted by Congress, . . . the Reagan budget will have a devastating effect on millions of American women."

Ms. Norton cited cuts in the funding of the Women's Educational Equity Act and Title IV of the Civil Rights Act of 1964. These acts, she said, "which mandate key federal programs promoting equal education for girls and boys, and enforcement of nondiscrimination in education, are marked for extinction."

Copies of the report are available for $2 from the National Women's Law Center, 1751 N St., N. W., Washington, D. C. 20036.

Accounting Office Approves Spending For Immigrants

The General Accounting Office has effectively added $30 million to the fiscal 1984 budget for the U. S. Education Department by declaring that the Congress acted properly when it appropriated that amount to help school districts that enroll a large number of immigrant children.

Both houses of the Congress approved funding for the program when they passed a second continuing resolution for fiscal 1984 on Nov. 12, but the Reagan Administration has refused to disburse the money because it claims the Congress had not authorized the expenditure. The House passed a bill authorizing the program last September, but the Senate has not.

In a March 23 letter to the Congress, the G.A.O. said that continuing resolutions "commonly provide funding by reference to bills not yet enacted."

"[T]he provision in the continuing resolution appropriating the funds, standing alone, and in the absence of contrary intent, constitutes authorization for funding the program," the office held.

It also said that the Congress should treat the Administration's refusal to spend the funds as a budget recision.

Under federal budget laws, if the Congress fails to act on the recision request by May 17, the money must be spent.

NATIONAL

Testing Group Plans To Assess Literacy Of Young Adults

The National Assessment of Educational Progress has announced plans to conduct a survey that will assess the literacy of a representative sample of the nation's 20 million 21-to-25-year-olds.

The survey, which will be administered in the spring of 1985, marks a return to one of the original goals of the N.A.E.P., according to officials: to keep track of adult, as well as student, literacy. The assessment will be preceded by a year of planning, which will include two conferences of national literacy experts. The first, tentatively scheduled for May, will attempt to define literacy, and the second, to be held next fall, will be used to refine the objectives of the assessment, according to a spokesman for the Educational Testing Service, which administers the program.

Funded by a $1.9-million grant from the National Institute of Education, the survey will provide a profile of the reading, writing, and computational skills of young adults of all educational levels.

STATES

Tennessee Judge Throws Out Textbook Suit

A Tennessee school district's use of Holt, Rhinehart, and Winston readers in grades 1 through 8 does not violate the constitutional right of fundamentalist Christian parents and their children to practice their religion, a federal judge has ruled.

In *Mozert v. Hawkins County Public Schools*, a group of Christian parents in the East Tennessee county charged that the reading texts taught values contrary to Christian principles and therefore violated their rights to the free exercise of religion under the First Amendment.

U. S. District Judge Thomas G. Hull rejected this claim March 15 for lack of evidence.

The parents involved in the suit have said they will probably appeal the decision.

California Groups Will Fight Ruling On Maternity Leave

A coalition of women's and labor groups in California has formed to fight a federal district judge's ruling overturning the state's maternity-leave law.

The 1978 law, which applies to all public and private employees in California, allows women up to four months of leave from their jobs and requires that an employer permit a

'Sobering' Economy Said To Affect Youths' Attitudes

Students' Interest in Education, Careers Found To Be Increasing

By Alex Heard

WASHINGTON—A new survey of student attitudes on dozens of subjects—ranging from school life to national politics to fears about nuclear war—shows a notable shift toward education and careers as student priorities compared with a similar survey conducted 10 years ago.

Released here last week by the National Association of Secondary School Principals, "The Mood of American Youth" survey also indicates that students today have a "more positive" attitude toward schools and learning.

The 1984 survey report shows a "substantial jump" over 1974 in the percentage of students who plan to continue their schooling after high school. When asked to list "the one thing they want out of life," the students gave "career success" as the most frequent response.

"The shift in priorities between 1974 and 1984 reflects in part a shift in the adult mood in those years—for the last 10 years the economic picture has been sobering for kids as well as adults," said Scott D. Thomson, executive director of N.A.S.S.P.

Nevertheless, cautions the report's author, Janis Cromer, "depicting today's youths as driven by an overwhelming desire for career achievement would be a false picture." While the 1980's youths do place a high priority on jobs, she said, they are also concerned with "less definable" things such as happiness and family life.

The report is based on an extensive 1983 survey of 1,500 students in grades 7 through 12, and compares that year's students with a group surveyed in 1973. Eighty-seven percent of those surveyed attend public schools. The survey, which was conducted by National Family Opinions Inc., was designed to provide a representative sample of the national population.

'Solid B'

Generally, the 1980's students appear to be "positive" about their schools, according to the report. In a "rating" of their schools that was admittedly colored more by social than by academic considerations, the students who were surveyed gave their schools an "overall grade of 2.95 on a scale of 4.0—a solid B."

'Learning' Third

When asked why they like school, however, the students ranked "learning" a distant third behind "friends" and "sports."

Mr. Thomson of N.A.S.S.P. cautioned against interpreting such results "to conclude that everything in the schools is hunky dory and that we don't have need for major improvement."

"Young people feel better about their schools than their parents do," he said. "The students' attitude toward learning is better today, but we're not yet where we need to be."

Seventy percent of the students rated their teachers "competent in their subject areas." Again, purely academic considerations were overshadowed somewhat. When asked to list the characteristics of their best teachers, the students mentioned their teachers' skills at "explaining things clearly," "spending time to help students," and "having a sense of humor" as their top considerations. "Teachers' knowledge of their subjects" ranked seventh on a list of the traits of the "best" teachers.

Among the many other topics in the survey:

- Sixty percent of the students spent eight hours or fewer per week doing homework, a figure that confirms, the report says, the conclusion of the National Commission on Excellence in Education that students do too little homework.

Asked about specific classes, the students ranked mathematics, English, computer science, and driver's education as the most important. Science was ranked fifth and foreign languages 13th. Religion, music, art, and black studies were ranked lowest.

- Ninety-two percent of the students surveyed said they believe high-school students should hold part-time jobs during the school year, and most said they believe students should work full time during the summer.

At the time of the survey, however, only 30 percent of the students were working at paying jobs. The most common types of employment were in retail sales (usually as a clerk or stocker), restaurants, or newspaper delivery.

- More than three-quarters of the students polled said they plan to continue their education after high school.

They listed computer-related jobs as their first career choice (this was particularly true among males). The other top choices were business, careers in or related to medicine, teaching, law, engineering, and accounting, in that order.

- The students rated the threat of nuclear disaster and world war as today's most pressing global issues. In 1974, students said the world's most important problems were overpopulation and environmental preservation.
- At the time the survey was conducted—in early 1983—the students did not express strong support for the Reagan Administration. Only about 12 percent of the students said they were "very confident" in President Reagan.
- Joining the armed services is apparently no more popular today than it was in 1974. Three-quarters of the students surveyed—the same percentage as in 1974—said they will "definitely not" or "probably not" enlist for military duty.
- Musically, "rock" is still ranked first among the responding students, outpacing "new wave" as the music of choice by more than 2 to 1. "Country and western" was ranked third, with "folk," "religious," "jazz" and "pop" at the bottom.

The survey is available for $5 (plus $2 for shipping) from N.A.S.S.P. Publication Sales, 1904 Association Drive, Reston, Va. 22091.

School Bank Reopens

Sixth graders at the Easton Middle School have reopened their student-run bank following the Massachusetts legislature's approval of a special bill exempting the project from the state's banking laws.

A year ago this month, the State Banking Commission forced the students to shut down their banking operation, which was initiated as a learning experience, because it lacked a charter, charged too much interest on loans, and used the word "bank" without state permission. The student bankers charged one cent daily in interest on 75-cent loans, the cost of a school lunch.

Meanwhile, the students in the "high-ability learners" program that set up the bank drafted a bill and then asked their state representative to introduce the measure. A revised version of the student-drafted bill was approved recently by the legislature, making it possible for the student bank to reopen.

The new law exempts school banks with assets of less than $500 from state regulations. —S.G.F.

Most Important World Problems

Problem areas	Students percent
1. Nuclear disaster	31.7%
2. Threat of World War III	21.3
3. Poverty	15.1
4. Overpopulation	10.5
5. Environmental problems	6.5
6. Energy	4.3
7. Unemployment	1.5
8. Inflation/economy	1.0

Reasons for Liking School

Reasons	Total Percent	Males Percent	Females Percent
1. Friends	71.9%	71.0%	72.6%
2. Sports	31.2	37.0	26.2
3. Learning	17.1	16.0	18.1
4. Social activities	16.0	9.1	22.0
5. Teachers	15.1	13.8	16.2
6. Classes	10.2	8.9	11.4
7. Co-curricular activities	7.3	8.2	6.6
8. Other things	9.7	12.0	7.7

Participation in Co-curricular Activities

Activities	Total percent	Males percent	Females percent
1. Athletic teams/clubs	48.2%	54.3%	43.0%
2. Band/orchestra	20.7	20.9	20.4
3. Choir/choral groups	17.6	9.1	24.9
4. Career-oriented clubs	15.2	10.2	19.5
5. Language clubs	12.0	8.5	15.0
6. Drama/theater	11.8	8.0	15.0
7. Pep club	11.7	6.2	16.4
8. School publications	11.5	9.6	13.1
9. Student council/government	10.6	5.6	15.0
10. Service/volunteer groups	10.2	6.2	13.7
11. National Honor Society	7.9	7.8	7.9
12. Other honorary societies	6.7	4.7	8.5
13. Debate/speech	6.6	4.9	8.1
14. Cheerleading	5.8	0.5	10.4
15. Science clubs	5.2	6.2	4.2
16. None	17.7	20.5	15.2

Worst Influences on Young People Today

Influences	Total percent	Males percent	Females percent
1. Drugs	46.6%	49.4%	44.1%
2. Alcohol	10.9	9.8	11.8
3. Peer pressure	9.3	6.9	11.4
4. Television	7.2	6.5	7.9
5. Violence	6.9	6.0	7.7
6. Sex/poor morals	5.4	3.6	6.9
7. Parents/elders	4.3	4.7	4.1
8. Threat of war	3.4	4.5	2.5
9. Unemployment	3.3	1.8	4.6
10. Music	1.9	2.0	1.7
11. Other mass media	1.8	1.8	1.7
12. Political leaders	1.8	2.0	1.5
13. Movies	1.6	1.1	1.9
14. Pornography	0.9	0.9	1.4
15. Poverty	0.6	0.9	0.4
16. All others	11.8	11.8	11.8

Source: "The Mood of American Youth," The National Association of Secondary School Principals

Importance Ratings of Courses

Courses	Combined rating	Males' rating	Females' rating	Very important percent	Somewhat important percent
1. Mathematics	3.81	3.78	3.83	80.2%	15.0%
2. English	3.72	3.60	3.82	75.8	16.1
3. Computer usage/ programming	3.47	3.53	3.42	48.2	28.7
4. Driver education	3.44	3.42	3.43	50.1	23.6
5. Science	3.36	3.37	3.35	46.7	38.2
6. Government	3.33	3.25	3.39	39.0	36.8
7. Business/commercial	3.32	3.20	3.41	40.4	38.0
8. History/social studies	3.26	3.21	3.30	40.5	41.8
9. Sex education	3.13	2.95	3.28	30.3	31.3
10. Physical education	2.91	2.94	2.87	29.9	35.5
11. Environment/pollution	2.89	2.93	2.86	14.0	38.7
12. Family living	2.88	2.68	3.03	21.5	34.6
13. Foreign languages	2.83	2.69	2.96	19.3	41.5
14. Shop	2.79	2.94	2.66	16.4	41.9
15. Religion	2.65	2.67	2.64	18.0	22.5
16. Music	2.43	2.31	2.53	11.9	29.6
17. Art	2.36	2.30	2.41	7.2	30.3
18. Black studies	2.27	2.17	2.35	6.0	22.0

Very important ..... 4.0 Not so important 2.0
Somewhat important ..... 3.0 Not important 1.0

Most Important National Problems

Problem areas	Percent of students: Current	During next two years
1. Unemployment	52.0%	48.5%
2. Inflation	21.1	18.0
3. Violence/crime	20.8	9.6
4. Poverty	6.4	1.7
5. Health and welfare	5.5	0.7
6. Energy	4.9	3.5
7. Social Security	3.9	3.9
8. Sex discrimination	3.1	0.7
9. Ecology	2.9	1.0
10. Racial tension	2.6	0.2
11. Quality of American workmanship	2.5	1.1
12. Consumerism	2.3	0.4
13. Racial discrimination	2.2	0.2
14. Pornography	1.8	0.3

The One Thing That Students Want Out of Life

Items	Total percent	Males percent	Females percent
1. Career success	27.6%	26.5%	28.5%
2. Happiness	25.7	18.0	32.4
3. Marriage/family	20.8	18.5	22.7
4. General success	9.8	12.0	7.9
5. Financial success	7.0	9.1	5.2
6. Long/enjoyable life	4.2	6.0	2.7
7. Education	3.2	3.1	3.2
8. Religious satisfaction	3.2	3.1	3.3
9. Friends	3.1	3.1	3.1
10. Personal success	3.1	2.5	3.7
11. Health	2.9	2.9	2.9
12. Love	2.4	0.9	3.7
13. Peace of mind	0.6	1.1	0.2
14. Home	0.4	0.5	0.4
15. Freedom/independence	0.4	0.7	0.2
16. All others	5.3	7.1	3.7

R4800-24

PASSED OVER

A new study shows that state and local officials administering the new federal job-training program are placing less emphasis on skill-training programs for disadvantaged youths and high-school dropouts.

See Page 12.

HELD BACK

Philadelphia is moving to end the longstanding practice of social promotions but is discovering that the number of pupils retained would increase so dramatically that elementary schools would be overcrowded and understaffed.

See Page 7.

KEEPING UP

A model program in Baltimore helps chronically ill students avoid falling behind in their schoolwork by sending specially trained teachers into their homes.

See Page 11.

EDUCATION WEEK

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Court Reaffirms Stand on Prayer, Will Rule on Moments of Silence

By Thomas Toch

WASHINGTON—The U. S. Supreme Court last week reaffirmed its earlier rulings that organized, spoken prayer in public schools is unconstitutional, but agreed to consider for the first time the constitutionality of laws calling for "moments of silence" in the schools.

The Court will review an Alabama moment-of-silence law; similar laws are in place in 22 other states.

The Court's actions marked the latest in a series of recent developments involving the school-prayer issue.

Last month, the Senate rejected two proposed constitutional amendments that would have cleared the way for organized prayer in public schools. One would have nullified the Supreme Court's initial 1962 prohibition against official sponsorship of religious activities in school. The other would have permitted silent prayer in schools.

Since then, advocates of organized prayer in the schools have turned their attention to legislation that would guarantee the right of student religious groups to meet on school grounds. Last week, the House Education and Labor Committee passed a so-called "equal-access" measure by a vote of

Continued on Page 13

ELANE CASH—OGDEN STANDARD-EXAMINER

Students protest scheduled closing of the Intermountain School in Utah.

N.A.E.P. Ready To Report State Scores

By Tom Mirga

WASHINGTON—The executive director of the National Assessment of Educational Progress told a House subcommittee last week that the federally financed testing program is prepared to provide states with the means to measure student achievement on an interstate basis.

"This is a truly exciting development that would not have been conceivable five years ago," the director, Archie E. Lapointe, told members of the House Subcommittee on Elementary, Secondary, and Vocational Education. "When N.A.E.P was planned in 1969, it was deliberately designed to exclude the possibility of comparing states one to another. I think it's a tribute to a new level of political and professional courage that today's state educational and political leaders are aggressively seeking this kind of information."

Controversial Wall Chart

Debate over state-by-state comparisons of educational progress reached a high point in January following Secretary of Education Terrel H. Bell's release of a controversial "wall chart." Among other things, the chart ranked states by their students' average scores on college-entrance examinations, by student-teacher ratios, and by per-pupil spending. *(See Education Week,*

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Plan To Shut Indian School Sparks Outcry

By Anne Bridgman

The federal government's decision to close a Utah school that is one of the few remaining boarding schools for American Indians has sparked a legal battle and charges that the closing will place the future of its students—many of whom are dropouts from other public schools—in grave jeopardy.

In an action supported by 46 Indian tribes nationwide, the Ute Indian Tribe will file a motion in U. S. District Court for the District of Columbia seeking a preliminary injunction to block the scheduled closing of the Intermountain Inter-Tribal School, a Bureau of Indian Affairs boarding school in Brigham City.

Charging that the closing of the school will severely limit the educational opportunities of its 300 students, the Utes are scheduled to file the motion early this week.

At least three other Indian boarding schools—of a total of eight still in existence—have been or are targeted to be closed by the B.I.A. for the same reasons—rising costs and declining enrollments.

The conflict in Utah has been described by one Ute official as "the modern-day version of the government stealing the Indians' land." But, according to Donald W. Mendez, chairman of the Intermountain Inter-Tribal School Board, "this time, it is the story of the government stealing our education."

"Closure of that school is not the issue in and of itself," said Forrest S. Cuch, education-division head for the Ute tribe. "This is one of the major efforts of the B.I.A. to get out of the business of educating Indian children. They want to get out of the education business and we don't want to allow them that luxury."

Services Threatened

Ute officials maintain that closing the Intermountain school will force students to transfer to schools that do not offer the mental-health services needed by the 300 American Indians who attend Intermountain School. Without those services, argues

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Corporations Considering Creation of For-Profit Schools

By Cindy Currence

Citing a climate of "educational renaissance," leaders of some of the nation's best known corporations are weighing the idea of moving into the field of elementary and secondary education as providers, not just supporters.

The educational arms of the International Telegraph and Telephone Corporation (I.T.T.), the Bell and Howell Company, and the Encyclopaedia Britannica Educational Corporation are among those whose officials report they see in the current period of national concern over the quality of schools a possible "investment opportunity" and are seriously exploring it.

"People are saying, 'I want my kid to have something better,' and are are willing to put hard money down," said Robert Huff, president of the Chicago-based Bell and Howell Company.

Businesses, particularly the high-technology firms that have provided for-profit educational services at the postsecondary level for years, are taking notice of an increase in the "market demand" for alternatives to public elementary and secondary education, several corporate executives said, and are considering an "expansion" of their services to the lower grades.

Although Bell and Howell has no concrete plans for setting up a chain of elementary and secondary schools similar to its DeVry program at the postsecondary level, "certainly we're looking at it as an opportunity," Mr. Huff said.

There are about 30,000 students enrolled in DeVry schools in the United States. The schools offer undergraduate degrees in computer science and electronics. It is the second largest proprietary education program in the country, Mr. Huff said.

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